



**IN-SERVICE TRAINING PROGRAMME
FOR FRONT-LINE YOUTH WORKERS**

Handbook for Trainers



HYPER

How Young People are Engaged by Radicals



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Introduction

This handbook is intended primarily for trainers and teachers and enables them to easily implement the “In-service Training Programme for Front-line Youth Workers”. In the handbook, you will find teaching instructions, descriptions of all training activities and other necessary information that enables the implementation of the training programme.

The In-service Training Programme supports the continuous professional development of front-line youth workers, like teachers, community workers, workers of children hobby groups, various advisors working with children and families, psychologists etc. The training programme includes 20 hours of learning in a classroom and 20 hours of self-directed learning.

After completing this training programme, its participants will be able to:

- Play a more active role in the prevention of dangerous radicalisation of young people.
- Give an explanation of the essential terms like radicalisation, radicalism, extremism or terrorism.
- Provide better protection for young people from dangerous online radicalisation threats.
- Utilise 12 audio-visual educational resources developed within the Hyper project in the prevention of the youth radicalisation.
- Explain why we use the special term "radicalisation leading to violence".
- Talk to young people about radicalisation in the right way.
- Illustrate why the internet is a favourite tool for radicals.
- Name and briefly describe four types of extremism.
- Recognise warning signs of ongoing radicalisation in a young person and respond appropriately.
- Be better front-line youth worker.



90 min

↓ ACTIVITY 1 ↓
Opening of the training programme

As a trainer, you should introduce yourself to participants at the beginning of the training programme. You can mention your teaching experience and your relation to the topic of the training. It is also a good idea to unwind the atmosphere with some cheerful story that is related to the topic or you. You can also reveal something personal, like your favourite proverb, movies or books, to help participants get to know you better. At the beginning of the first training day, the participants usually feel a little insecure. They, therefore, need to know what to expect. Introducing the training agenda is, therefore, another appropriate step. During introducing the training agenda, you can answer any questions that the participants can have about the programme, as well as you can add another information, such as refreshment possibilities, etc.

Tip!

The agenda should be provided to the participants before the start of the training so that they know what to expect. For example, you can give the agenda to them when they arrive in the classroom, or email it to them a few days in advance.

Tip!

Some trainers set specific rules of classroom behaviour at the beginning of the first day. For example, rules on not using mobile phones during education, rules on using first names or surnames during discussions within learning blocks, etc.

Your task, as a trainer during this opening activity, is to allow participants to get to know each other. You should also identify the expectations of each participant and their experience in the field of youth radicalisation and its prevention. For this activity, you will need special equipment - three small coloured paper circles for each participant.

Now is an excellent opportunity to give participants a chance to get to know each other. It is also useful to identify the level of experience and skills of participants and to identify their expectations and needs. What do they expect to learn during the training programme, and what are their motivation and needs?

If you want to attract the attention of all participants, actively involve them. You can do this, for example, as follows.

"Ladies and gentlemen, here on the flipchart, I have written the essential learning objectives of our training programme in advance. I will introduce them to you in a moment. Your task will be to select the three objectives you consider most attractive or most needed. Now I will give you three small coloured paper circles that you will use to mark your chosen objectives once I have completed their brief introduction. "

Now read to the participants and briefly describe the selected learning objectives (what participants can learn within the training programme). You can use the following essential objectives.

After completing the training programme you will be able to:

- Play a more active role in the prevention of dangerous radicalisation of young people.
- Give an explanation of the essential terms like radicalisation, radicalism, extremism or terrorism.
- Provide better protection for young people from dangerous online radicalisation threats.
- Utilise 12 audio-visual educational resources developed within the HYPER project in the prevention of the youth radicalisation.
- Explain why we use the special term "radicalisation leading to violence".
- Talk to young people about radicalisation in the right way.
- Illustrate why the internet is a favourite tool for radicals.
- Name and briefly describe four types of extremism.
- Recognise warning signs of ongoing radicalisation in a young person and respond appropriately.
- Be better front-line youth worker.

Then invite the participants to come to the flipchart and mark their preferred three learning objectives with three coloured circles. The result is the flipchart showing the real preferences of the participants.

Afterwards, ask each participant to answer the following questions:

- What is your name, and what is your profession?
- What learning objectives have you selected and why?
- Could you add some interesting information about yourself, such as your hobbies, favourite activities or something else?

At the end of the activity, as a trainer, you should provide a short summary. Summarise what learning objectives seem most useful or interesting to participants. You should also thank the participants for the information, and you can promise them to take into account their preferences during the training programme.

**Tip!**

Identifying participants' internal expectations is crucial. If the training does not match the participants' wishes and expectations, the participants will not be actively involved in the education process and will be disappointed at the end.

Before the break, thank the participants for their activity. Show them some short video as an appetiser of further learning.

For example, you can show them the video titled Understanding Radicalisation and Raising Awareness. https://www.youtube.com/watch?v=jrcGHM_GhfQ

**Tip!**

The videos in this handbook are in English because the training programme was prepared and tested with a group of participants from several different countries who all knew English. If your training participants are from one country and speak a single language, you should find appropriate videos in this language before teaching. Or you can also turn on subtitles on YouTube for the video and use the “Automatic translation” option in a language that suits the participants. However, auto-translation can have imperfections, so always test the suitability of this option for a particular video in advance.

↑ END OF ACTIVITY 1 ↑

**Tip!**

Do not forget to appreciate the participants' activity and opinions at the end of each learning block. And before the first break, tell the participants what refreshments are available, where the toilets are, and what time the next learning activity starts.



90 min ¹

↓ ACTIVITY 2 ↓

Are the radical ideas good or bad? When is radicalism dangerous and when is it not?

Show participants the following videos. Explain to them that radical ideas and radical groups and movements have been part of our lives in the past and are part of our lives in present time too. Ask the participant to notice in the videos which people use violence as a means to push their ideas and who do not use violence.

Video: Gandhi - Human Rights Activist | Mini Bio | Biography
<https://www.youtube.com/watch?v=ept8hwPQQNg>

Video: Greta Thunberg's emotional speech to EU leaders
<https://www.youtube.com/watch?v=FWsM9-zrKo>

Video: Violence returns to Paris marking a year since yellow vest protests began
<https://www.youtube.com/watch?v=nJBLiWdYcNM>

¹ The duration of the activity is approximate, and it also includes coffee breaks (about 10 mins). The trainer reacts to the situation in the classroom as well as to the needs and abilities of the participants. In any case, you can adjust the content of the proposed activity as well as its duration. You can also shorten or prolong the breaks according to the needs of the participants.

New amateur footage of Charlie Hebdo terrorist attack

<https://www.youtube.com/watch?v=oODuTiw1tYE>

Video: CCTV images show Sri Lanka's terrorist attack suspected suicide bomber

<https://www.youtube.com/watch?v=7xCYZEFF4ck>

**Tip!**

We remind again that the videos in this handbook are in English because the training programme was prepared and tested with a group of participants from several different countries who all knew English. If your training participants are from one country and speak a single language, you should find appropriate videos in this language before teaching. Or you can also turn on subtitles on YouTube for the video and use the “Automatic translation” option in a language that suits the participants. However, auto-translation can have imperfections, so always test the suitability of this option for a particular video in advance.

The trainer writes the word "Radical" on the flipchart. Then he asks the trainees to say the synonyms of this adjective. He writes synonyms on the flipchart. As soon as the participants already do not have other ideas, he can reveal a definition from a dictionary. For example, RADICAL means being very far from the centre of public opinion.

The trainer and the trainees look at the synonyms written on the flipchart and discuss the situations in which these synonyms are perceived as positive and negative—for example, the synonym "Revolutionary". Revolutionary moods in society can be negative and dangerous. On the other hand, Revolutionary discoveries in biochemistry are positive.

The trainer can also let the participants discuss, and in this case, his role is to moderate the discussion. The goal of the discussion and the activity is to bring participants to the knowledge that radical thinking is not a crime in itself. Radical thoughts can be both good and bad. For example, ideas that women can wear trousers or that slavery will be abolished were very radical at some time. Radical views become dangerous and undesirable if the minority promotes radical thoughts and changes through utilizing of violence or illegal means. In democratic societies, violence and illegal activities are not necessary to promote changes in society or the community. Each minority has the opportunity to use arguments and promote even radical views and social changes without violence. Examples of successful non-violent radical changes are the right of women to abortion or homosexual marriages.

By using this activity, the trainer prepares participants to understand deeper the term "radicalisation" and "radicalisation leading to violence". People have different opinions and beliefs. It is natural that they also talk about them. They try to convince other people of their opinions and sometimes to promote changes in their family, community or society. If some views are very distant from the majority view, we call them RADICAL. According to a dictionary, the adjective RADICAL means being very far from the centre of public opinion.

Synonyms of the adjective "radical" are on one hand extreme, extremist, fanatic, revolutionary, ultra. But on the other hand also nonconventional, nonorthodox, nontraditional, open-minded, progressive.

Radical thinking is not a crime in itself, and young people often sympathize with more or less radical changes in society. Radical thinking becomes dangerous when it leads an individual to engage in violence and illegal activities as a means of achieving political, ideological or religious goals.

↑ END OF ACTIVITY 2 ↑

Tip!

At the beginning of the training day, trainees are more motivated when the trainer tells them that they will be tested from new skills and knowledge at the end of each training day. He may even announce a prize competition.



90 min

↓ ACTIVITY 3 ↓

What is radicalisation? Why do we use the term "radicalisation leading to violence"?

The trainer presents different definitions of radicalisation. For example, one brief definition and one more comprehensive.

- Radicalisation is the process of adopting extreme opinions and belief systems.
- Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or contemporary ideas and expressions of the nation. A radical is a person who wishes to effect fundamental political, economic or social change from the ground up. Radicalisation can be both violent and nonviolent. It's important not to equate radicalism and terrorism. But radicalisation can be a path to terrorism.

The trainer can add additional information, for example, that radical thinking is not a crime in itself and young people often sympathize with more or less radical changes in society. Radical thinking becomes dangerous when it leads an individual to engage in violence and illegal activities as a means of achieving political, ideological or religious goals.

Canadian non-profit organization CPRLV (Centre for the Prevention of Radicalisation Leading to Violence) use the term "radicalisation leading to violence" to distinguish between violent and non-violent radicalisation. The following text is on the website of this organization.

Is violent and non-violent radicalisation the same thing?

It is important to distinguish between violent and non-violent radicalisation. Sometimes people who are firmly entrenched in their own beliefs may adopt positions that, while radical, may not necessarily be opposed to democratic norms and values. Such radicalisation would not be considered violent.

Moreover, nonviolent radicals may play an extremely positive role in their communities as well as in a larger political context. Most progress in democratic societies has been the result of some form of radicalisation. Martin Luther King, Gandhi and even Nelson Mandela were all considered radicals in their day. When firmly established ways of thinking and doing things are contested via a radical critique of certain aspects of the social system, this may cause society to evolve in a positive direction.

Radical viewpoints become problematic when they legitimize, encourage or validate violence or forms of violent extremist behaviours—including terrorism and violent hate acts—in order to further a particular cause, ideology or worldview. Individuals who are undergoing a process of violent radicalisation may encourage, assist in or carry out violence in the name of a specific belief system because they are categorically convinced their system of beliefs is absolute and exclusive.

The trainer will ask the participants to read the text in their learner handbooks. Participants will read it and then discuss the following issues:

- Why is the special term "radicalisation leading to violence" used?
- Are young people more radical than older people?
- Can you name some radical groups using violence or illegal activities in our country?
- Are there any politicians calling for violence in our country?

At the end of this activity, the trainer introduces the HYPER project website as a useful source of information and tools for front-line workers and educators.

↑ END OF ACTIVITY 3 ↑



45 min

↓ ACTIVITY 4 ↓

The responsibility of front-line educators in the field of radicalisation of young people

The trainer presents the following information regarding the responsibility of front-line workers and educators.

When tragedy associated with radicalism or terrorism occurs, it always turns out that there were warning signals and signs before the tragedy. Radicalisation is a process that takes longer. People around the affected person can perceive and see changes and signs. Unfortunately, people are rather comfortable and do not want to solve problematic situations and behaviour. After the tragedy, parents are blamed on teachers and institutions, and vice versa, institutional officials blame parents. Police often claim that they had none or insufficient information about the risk of a violent act. Although the ideologies, motivations, political convictions and religious beliefs may differ, terrorists share one thing in common — they always go through phases of radicalisation and planning of their violent actions. During this process, indicators can be observed by friends, relatives, educators or various stakeholders. Timely and appropriate reporting of threats can make a difference between life and death for potential victims.

As front-line workers working with young people, you have some responsibility for their upbringing and behaviour. Society expects you to notice signs of dangerous processes such as drug abuse or bullying or radicalisation leading to violence. And the public expects that you will not ignore these signals. For example, a teacher should notice when the pupil goes to school repeatedly under the influence of drugs, and when his addiction is manifested for a longer time in his behaviour. Of course, the teacher can ignore it, but it is not right. Once something serious happens, classmates and people around say that the symptoms were visible and nobody has done anything.

In light of the threat of radicalisation leading to violence, each of us has a role to play in preventing violent behaviour. We should be aware of the possibility that some students could become radicalised to violence. Being better informed, having a better understanding and knowing the resources available will help us to be better equipped to face the situation.

The trainer will write the following questions on the flipchart. Then trainees discuss these questions.

- To what extent do you feel competent to detect the signals of radicalisation leading to violence?

- What tools do you use to detect dangerous radicalisation signals?
- What responsibility does the family play and what educators?
- Should educators and front-line workers be trained in this area?

↑ END OF ACTIVITY 4 ↑



60 min

↓ ACTIVITY 5 ↓

What are the warning signs of radicalisation?

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:

- How long does it take to radicalise teenagers?
- What are their appearance and behaviour changes during the radicalisation process?
- What are their Internet behaviour changes during the radicalisation process?

After the discussion, let the participants get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

There is no single route to radicalisation. However, there are some behavioural signs that could indicate that teenagers have been exposed to radicalising influences. Radicalisation in a teenager can last a long period of time. In some cases, it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases, the changes are less obvious.

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates your pupils may have been exposed to radicalising influences.

The following behaviours listed here are intended as a quick guide to help you identify possible radicalisation²:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion

² Source: www.educateagainsthate.com

- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

If you register only one sign, there is no reason to panic. Once you notice several of the above signs, it's time to look into it and take action.

Now, as a trainer, you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- How long does it take to radicalise teenagers?
- What are their appearance and behaviour changes during the radicalisation process?
- What are their Internet behaviour changes during the radicalisation process?

You can question participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 5 ↑



60 min

↓ ACTIVITY 6 ↓

Which young people are more at risk of radicalisation?

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:

- Which young people are more at risk of radicalisation?
- Why do young people listen to radicals?

After the discussion, let the participants get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

The process of radicalisation is different for each young person, but there are some factors which can lead to young people becoming radicalised. Underpinning the radicalisation process is an extremist ideology that seems appealing and credible, often because it appears to make sense of the young person's feelings of grievance or injustice.

Personal vulnerabilities or local factors can make a young person more susceptible to extremist messages. These may include:

- Sense of loneliness
- Behavioural problems
- Problems at home
- Strong feelings of injustice

- Lack of self-esteem
- Criminal activity
- Being involved with gangs
- The desire to belong to a group

Young people don't need to meet people to fall for their extremist beliefs. The internet is increasingly being used by extremist groups to radicalise young people. These groups will often offer solutions to feelings of being misunderstood, not listened to, or being treated unfairly.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- Which young people are more at risk of radicalisation?
- Why do young people listen to radicals?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 6 ↑



60 min

↓ ACTIVITY 7 ↓

How should we talk to teenagers about extremism?

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:

- Is it even possible to talk to teenagers about serious topics?
- How to start talking about extremism?
- How to behave during a conversation?
- How to promote teenagers in openness and sharing their views?

After the discussion, let the participants get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

If you're worried your pupil is being exposed to extremist influences or has been radicalised, talking to them might be challenging. Here are some ideas about how to make it.

It's never easy to start a serious conversation with a teenager. If you're too forceful, teenager may clam up; if you're too subtle, you could end up discussing something completely different. Here are some helpful tips:

- Prepare a situation in which your teenager feels comfortable without pressure and stress from your conversation.
- Do not push the teenager into communication too much.
- Ask them questions about their opinions.
- Let them talk without interruptions.
- Be interested in their opinions on this topic and respect their opinions.
- Listen actively.

- Appreciate their openness and sharing views and thank them for the conversation. It's essential to think about where and how to raise the subject of extremism with the teenager. Choose a place they feel at ease. Make it a time when you're unlikely to be interrupted.

When you're chatting with a teenager, take care to listen:

- Ask them questions that don't result in a yes or no answer. It gives them the chance to tell you what they really think.
- Let them talk without interrupting and encourage them by asking supplementary questions.
- Do not criticize their opinions and shared ideas. It could easily ruin the conversation and destroy trust.
- Be honest with them about your thoughts on extremism, but do not speak too much and do not try to convince them immediately.

Your pupils must know they can talk to you in confidence. If they don't feel comfortable talking to you, suggest they talk to other people they trust, or to organisations that specialise on extremism.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- Is it even possible to talk to teenagers about serious topics?
- How to start talking about extremism?
- How to behave during a conversation?
- How to promote teenagers in openness and sharing their views?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 7 ↑



60 min

³

↓ ACTIVITY 8 ↓
Four types of extremism

The trainer will divide the participants into two to four-member groups. The task of each group will be to prepare a short presentation about an extremist group or extremist movement.

The trainer can explain that two following terms are used:

- Radicalism
- Extremism

As for the difference between radicalism and extremism, we can simplify the situation and say that the difference is only an academic question. In practice, we can use both terms, radicalism and extremism, as synonyms.

³ We remind that the duration of the activity is approximate, and it also includes coffee breaks (about 10 mins). The trainer reacts to the situation in the classroom as well as to the needs and abilities of the participants. In any case, you can adjust the content of the proposed activity as well as its duration. You can also shorten or prolong the breaks according to the needs of the participants.

Extremist organisations and movements can be divided into four types of extremism:

- Right-wing extremism
- Left-wing extremism
- Single-issue extremism
- Politico-religious extremism

Each group can choose one extremist organization as the topic of their presentation. But each group will choose from a different type of extremism. There are the following 4 lists of extremist organizations and movements in the learner handbook.

▪ **Examples of right-wing extremist groups and movements**

KU KLUX KLAN, CHURCH OF THE CREATOR, HERITAGE FRONT (HF), BLOOD & HONOUR, COMBAT 18 (C18), GOLDEN DAWN, HAMMERSKINS NATION, ARYAN GUARD, SKINHEAD MOVEMENT

▪ **Examples of left-wing extremist groups and movements**

ANONYMOUS, BLACK BLOC, ANARCHISM, RED AND ANARCHIST SKINHEADS (RASH), INTERNATIONALIST RESISTANCE (IR), SKINHEADS AGAINST RACIAL PREJUDICE (SHARP)

▪ **Examples of single-issue extremist groups and movements**

ANIMAL LIBERATION FRONT (ALF), EARTH LIBERATION FRONT (ELF), FREEMEN ON THE LAND

▪ **Examples of politico-religious extremist groups and movements**

AL QAIDA, AL SHABAAB, AUM SHINRIKYO (AUM), BOKO HARAM, HAMAS, HIZBALLAH, LIBERATION TIGERS OF TAMIL EELAM (LTTE), MANMASI NATIONAL CHRISTIAN ARMY, TALIBAN

The presentations must contain at least basic information about the extremist organisation and information about its illegal activities or violent activities. The trainer can present the following example of the information that the presentation should contain.

An example of presentation content

The name of the extremist organisation: BLOOD & HONOUR

Basic Information: Blood & Honour is known as a network for the promotion of neo-Nazi music. The name Blood & Honour is the same as the slogan of the Hitler Youth, “Blut und Ehre” (Blood and Honour). The founder of the group, Ian Stuart Donaldson, was the singer and leader of the extreme right British rock band Skrewdriver advocating neo-Nazi convictions. Ian Stuart Donaldson died in 1993 but is still revered by the organization. Blood & Honour publishes a magazine promoting neo-Nazism through interviews with extreme right musical groups and the promotion of concerts featuring White power musical groups. Blood & Honour has several official divisions in approximately twenty countries, including Great-Britain, the United States, Italy, Belgium, France, and Spain.

Illegal or violent activities: The various divisions of Blood & Honour organize concerts and white pride rallies that bring together skinheads and other neo-Nazi supporters. Many acts of violence are attributed to members affiliated to the group. For example, in 2012, in British-Columbia, two members were charged with hate crime and aggravated assault against a citizen of Filipino origin.

The groups will complete presentations under this activity. However, they will not present them immediately. Each group will show its presentation later, with the type of extremism that is relevant.

↑ END OF ACTIVITY 8 ↑



45 min

↓ ACTIVITY 9 ↓
Right-Wing Extremism

The trainer will present the following information on right-wing extremism. The group of participants will then present the concrete example of the right-wing extremist group.

Information about Right-Wing Extremism

A form of radicalisation associated with fascism, racism, supremacism, and ultranationalism. This form of radicalisation is characterized by the violent defence of racial, ethnic or pseudo-national identity, and is also associated with radical hostility towards state authorities, minorities, immigrants or left-wing political groups.

These groups usually do not have many members and the members often change groups or belong to several groups at the same time. When new groups are created, it does not necessarily mean that new members join the right-wing extremism. Extreme right groups, often led by charismatic leaders, can be short-lived or serve as facades. Right-wing extremism encompasses a large, loose, heterogeneous collection of groups and individuals espousing a wide range of grievances and positions; these groups can sometimes be in conflict with each other. The members use various symbols taken from the extreme right ideology to identify affiliation to a group. These symbols may appear on clothes, tattoos, and graffiti. Particular nonverbal gestures may also suggest an association with a group such as for example the Nazi salute.

Examples of right-wing extremist groups and movements

KU KLUX KLAN, CHURCH OF THE CREATOR, HERITAGE FRONT (HF), BLOOD & HONOUR, COMBAT 18 (C18), GOLDEN DAWN, HAMMERSKINS NATION, ARYAN GUARD, SKINHEAD MOVEMENT

The group that was responsible for the preparation of the presentation about this type of extremist group or movements will present its presentation to others.

Tip!

The trainer should appreciate the efforts of each group that presented the presentation. He can give them a sweet reward, which will contribute to a good mood during training.

↑ END OF ACTIVITY 9 ↑



45 min

↓ ACTIVITY 10 ↓
Left-Wing Extremism

The trainer will present the following information on left-wing extremism. The group of participants will then present the concrete example of the left-wing extremist group.

Information about Left-Wing Extremism

A form of radicalisation that focuses primarily on anti-capitalist demands and calls for the transformation of political systems considered responsible for producing social inequalities. The groups often may ultimately use violent means. These groups include anarchist, Maoist, Trotskyist and Marxist–Leninist groups.

Left-wing extremism is a vast political movement sharing a number of beliefs that reject capitalism, Western democracy, imperialism, and militarism. These extreme beliefs, attitudes and positions sometimes promote violence, often against the authorities, and even lead to acts of terrorism. Left-wing extremism draws its inspiration from the radical interpretation of different doctrines such as Maoism, Trotskyism, Castroism and Marxism-Leninism. In contrast to right-wing extremists, left-wing extremists tend to be more discreet. They do not use many symbols; they usually only use their logo.

Examples of left-wing extremist groups and movements

ANONYMOUS, BLACK BLOC, ANARCHISM, RED AND ANARCHIST SKINHEADS (RASH), INTERNATIONALIST RESISTANCE (IR), SKINHEADS AGAINST RACIAL PREJUDICE (SHARP)

The group that was responsible for the preparation of the presentation about this type of extremist group or movements will present its presentation to others.

Tip!

We remind that the trainer should appreciate the efforts of each group that presented the presentation. He can give them a sweet reward, which will contribute to a good mood during training.

↑ END OF ACTIVITY 10 ↑



45 min

↓ ACTIVITY 11 ↓
Single-Issue Extremism

The trainer will present the following information on single-issue extremism. The group of participants will then present the concrete example of the single-issue extremist group.

Information about Single-Issue Extremism

This category encompasses groups that are neither associated with left-wing extremism nor right-wing extremism. A sole issue essentially motivates this form of radicalisation. This category includes, for example, radical environmental or animal rights groups, anti-abortion extremists, specific anti-gay/anti-feminist movements, and ultra-individualist or independent extremist

movements that use violence. Mass murderers whose motivations are partially or wholly ideological may also fall under this category.

Examples of single-issue extremist groups and movements

ANIMAL LIBERATION FRONT (ALF), EARTH LIBERATION FRONT (ELF), FREEMEN ON THE LAND (FMOTL)

The group that was responsible for the preparation of the presentation about this type of extremist group or movements will present its presentation to others.

**Tip!**

We remind that the trainer should appreciate the efforts of each group that presented the presentation.

↑ END OF ACTIVITY 11 ↑



45 min

↓ ACTIVITY 12 ↓
Politico-Religious Extremism

The trainer will present the following information on politico-religious extremism. The group of participants then will present the concrete example of the politico-religious extremist group.

Information about Politico-Religious Extremism

A form of radicalisation leading to violence associated with a political interpretation of religion. Any religion may spawn this type of violent radicalisation. Religious terrorists are often willing to murder because they believe that they are in the service of God. They have no sympathy for their victims because they view those victims as enemies of God. And they readily sacrifice their own lives because they expect huge afterlife rewards.

Examples of politico-religious extremist groups and movements

AL QAIDA, AL SHABAAB, AUM SHINRIKYO (AUM), BOKO HARAM, HAMAS, HIZBALLAH, LIBERATION TIGERS OF TAMIL EELAM (LTTE), MANMASI NATIONAL CHRISTIAN ARMY, TALIBAN

The group that was responsible for the preparation of the presentation about this type of extremist group or movements will present its presentation to others.

↑ END OF ACTIVITY 12 ↑



60 min

↓ ACTIVITY 13 ↓
How can parents keep a young teenager safe from online threats?

Parents sometimes ask teachers and front-line workers for advice and ask them how to protect their children on the Internet. Parents are often confused about this issue because their children,

especially teenagers, understand the Internet and the digital world much better than they do. This activity prepares educators for parents' questions in the area of digital threats.

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:

- Should parents be interested in what their teenager does on the Internet?
- Should parents and their children agree on some rules for spending time on the Internet?
- Which topics should they discuss together to increase children's protection on the Internet?

After the discussion, let them get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

Parents should talk to young people about online safety and explain the dangers. They should explain what critical thinking is and show it on practical examples.

Here are helpful suggestions to keep teenagers safer:

- Speak with them about what they do online
- Ask them to show you some of their favourite sites
- Show an interest in who their friends are online
- Ask them how they decide who to be friends with
- Try and get them to friend you online too
- Agree the amount of time they spend online and the sites they visit
- Raise the issue of inappropriate content. Have they seen any?
- Make sure they know how to report abuse online

Teenagers don't think of people they have met online through social networking and online games as strangers – they are just online friends. Parents can point out that it's a lot easier for people to lie online than it is in real life. Ideally, parents should be friends with their teenager on social media, but if they resist, they can ask a friend or family member they both trust to try.

Parents should take an interest in their teenager's online activities in the same way they do with their offline activities. What criteria do teenagers use for choosing friends? How come they have so many online friends? Don't be afraid to ask, as it's important to discuss online safety with them.

Parents should agree on some ground rules together with children, and consider the amount of time they are allowed to spend online, the websites they visit and the activities they take part in.

Parents can discuss with them the privacy settings on their social media accounts to keep personal information private. Parents should talk to them about what to do if they see worrying or upsetting content or if someone contacts them and makes them feel anxious or uncomfortable.

There are some great websites to help parents learn more about online safety. Parents can find some of them on Google.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- Should parents be interested in what their teenager does on the Internet?

- Should parents and their children agree on some rules for spending time on the Internet?
- Which topics should they discuss together to increase children's protection on the Internet?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 13 ↑



45 min

↓ ACTIVITY 14 ↓

What should I do if I think my pupil is being radicalised?

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:

- What steps can you undertake when you are concerned that your pupil is being radicalised?
- Is it a good idea to talk to her/him openly?
- Is it appropriate to contact school management, parents, a specialised organization, or the police?

After the discussion, let them get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

If you are worried that your pupil is being radicalised, you have a number of options. Talking to him/her is a good way to gauge if your instincts are correct, but you might prefer to share your concerns with someone else.

If you'd prefer to speak with someone else before talking with your pupil, there are a number of options, people and organisations you can turn to for help and advice:

- Discuss the issue with other teachers or with parents. Explain your worries and find out if they have noticed anything out of the ordinary. Hearing another perspective may help you decide if something is wrong.
- Organise a meeting with the school management. They should be able to advise you on the best approach or recommend some expert who is able to help.
- Local police force or local authority can also provide advice and support. If your pupil has not committed a criminal offence, speaking to the police or local authority will not get him/her into trouble. You will discuss your concerns and ask for suggestions on how to best protect your pupil.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- What steps can you undertake when you are concerned that your pupil is being radicalised?
- Is it a good idea to talk to her/him openly?
- Is it appropriate to contact school management, parents, a specialized organization, or the police?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 14 ↑



60 min

↓ ACTIVITY 15 ↓

How can parents protect teens from extremist online influences?

As we already mentioned, parents sometimes ask teachers and front-line workers for advice and ask them how to protect their children on the Internet. This activity prepares educators and front-line workers for parents' questions in the area of online extremist influences.

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:

- How to protect children from extremist online influences?
- Is it possible to isolate a child from the Internet nowadays?
- What skills and knowledge can help a child encounter radical threats on the Internet?
- What steps can parents make?

After the discussion, let them get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

Being honest with teens and talking to them regularly is the best way to help keep them safe. Parents should be interested in the child's views and opinions and maintain an open relationship based on mutual trust. Remember that a child's safety extends to their online activity, too. Discussions about sex and drugs with teens are awkward but necessary. It's important to talk to them about extremism and radicalisation, too. Listening to children and giving them the facts will help them challenge extremist arguments and prevent threats of radicalisation.

Extremist groups' use of the internet and social media has become a productive way for them to spread their ideology. Therefore, to help keep children safe parents should:

- Talk to children about staying safe online.
- Keep an eye on the sites children are visiting.
- For younger children, use parental controls on browsers, games and social media to filter or monitor what children can see.
- Remember that even young children may be exposed to extremism online.
- Be interested in the child's views and opinions and maintain an open relationship based on mutual trust.

Trying to forbid children using the internet and mobile devices is not a realistic solution. Instead, parents should teach them to understand that, just because something appears on a website, it doesn't mean it's factually correct. Learn teens use critical thinking.

Parents should be aware that individuals and groups with extremist views use the internet and social media to spread their ideologies. Children spend a lot of time online, and this has made them more susceptible to extremism.

Extremist groups tap into young people's insecurities. They often claim to offer answers and promise a sense of identity that vulnerable young people often seek. These feelings of insecurity can become more heightened when a child is feeling:

- Marginalised from society
- Trapped between two cultures
- Excluded from the mainstream

As part of their recruitment strategy, extremist groups also work to undermine the authority of parents. This can be particularly attractive to vulnerable children who don't have parental guidance, or who come from unstable homes.

Extremist groups also use very sophisticated methods to trigger feelings of anger, injustice and shame that a child might feel towards a parent.

But it's important to remember that any child can be affected by extremism. Parents can play a vital role by providing emotional support that acts as an alternative to the extremist narratives that teens might believe.

It's not easy to talk to teens about the dangers of extremism, but as with issues such as sex and drugs, it's necessary. Parents should give a child a safe space where they can talk about difficult subjects.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- How to protect children from extremist online influences?
- Is it possible to isolate a child from the Internet nowadays?
- What skills and knowledge can help a child encounter radical threats on the Internet?
- What steps can parents make?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 15 ↑



60 min

↓ ACTIVITY 16 ↓

Which teens are vulnerable to radicalisation?

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:

- Which teens are more prone to radicalisation?
- Are there any factors of vulnerability that I should watch as a parent or front-line worker?

After the discussion, let them get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

Teens from all kinds of family backgrounds can become radicalised. Here are some of the common factors to watch. As a parent or front-line worker, you'll likely recognise any of these factors or changes in behaviour before anyone else, and will be able to use your judgement to know whether a teen is vulnerable. The following behaviours are a guide, and it's important to remember that anyone can be affected by radicalisation. Factors of vulnerability:

- Struggling with a sense of identity
- Distanced from their cultural or religious background
- Difficulty fitting in with the culture in the country you live
- Questioning their place in society
- Family problems
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Difficulty in interacting socially, lacking empathy or not understanding the consequences of their actions
- Low self-esteem

Any of these issues make teens more susceptible to believing that extremists' claims are the answer to their problems.

External factors play their part too, such as community tension, events affecting the country or region where they or their parents are from, or having friends or family who has joined extremist groups. Exposure to one-sided points of view all contribute to the process of radicalisation.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- Which teens are more prone to radicalisation?
- Are there any factors of vulnerability that I should watch as a parent or front-line worker?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 16 ↑



60 min

↓ ACTIVITY 17 ↓

Explore the first two HYPER Simulation Resources

The HYPER Simulation Resources are a suite of simulation resources that show the process of radicalisation in different social media channels. The resources show how those seeking to subvert vulnerable youth are using pervasive on-line social media platforms and tools to identify, single-out and get to their intended targets.

HYPER provides a full collection of information in one educational resource about all the different approaches and methods used by these radicals and presents these practices as simulations that can be used to educate and protect young people from this insidious menace. The simulations help to build the necessary understanding of the threats faced by young people and how they are manifested in today's ubiquitous media. In addition to the simulation resources, a suite of 12 self-help resources provides material for a deeper reflection. These resources can be used by you as trainers but also directly by youth peer leaders and parents to address radicalisation processes. In

addition, a training programme for peers has been developed by HYPER. This can be used in your front-line work to train peer leaders as critical voices. Now let's have a look at the different resources and how you can work with them.

Exploration of HYPER simulation resources – round 1

Build pairs of two participants for the exploration of the HYPER simulation resources

In pairs of two participants explore the hyper simulation resource called “how you realise, that you are being radicalised”.

Discuss the following questions to reflect the content and think about the experiences of front-line youth workers related to gaming.

- What are your own experiences with gaming?
- What are your experiences with youth in relation to gaming?
- What are the warning signs of radicalisation highlighted in this resource?
- What is your experience with youth warning signs of radicalisation?
- How could you use this resource in your daily work with youth?

Exploration of HYPER Self-help resources – the continuation of round 1

Build further pairs of two for the exploration of the HYPER self-help resources

In pairs of two participants explore the hyper self-help resource named “Computer games in the process of radicalisation”.

Discuss the following questions to reflect the content and think about the youth you work with and how this resource could be helpful for them.

- What are your own experiences with youth in situations as described in the self-help resource?
- How can you strengthen peer leaders to prevent radicalisation through gaming in their peer groups?
- How could this resource be helpful in your daily work?

↑ END OF ACTIVITY 17 ↑



60 min

↓ ACTIVITY 18 ↓

Explore the next HYPER Simulation Resource

Exploration of HYPER simulation resources – round 2

In pairs of two participants explore the Hyper simulation resource about the blogs.

The following questions help to reflect the content and think about your own experiences relating to youth and blogs.

- What are your own experiences with blogs? What purpose do you use them for?
- What are the warning signs for radicalisation highlighted in this resource?
- Do you have any experience with teens talking about this?
- How would you establish contact with somebody being radicalised like that and what do you think should be done in such case?

Practical activity

The case Leonora Messinger – a German girl that moved to the Islamic state

Moderation game based on an idea by www.gesichtzeigen.de

This practical activity is also part of the peer training programme, which will be implemented by trainers completing the HYPER In-Service Training.

The goal of this activity is that participants think of the process of radicalisation. They reflect on signs of radicalisation and think of ways to prevent peers from getting involved in the process. The case of Leonora Messinger is an example of how difficult it can be to recognise signs and to react in time.

You find the text for the game in the learner manual.

Step 1: Build a ring of chairs with the whole group.

Step 2: One participant is needed for reading out the article. Choose one person for this task.

Step 3: The other participants get a card (you can use moderation cards) and write “Stop” on the card.

Step 4: One participant is needed to collect results on cards. Therefore, notes are taken on the cards. The collected results are spread on the floor. Choose one person for this task.

Step 5: Let the responsible participant read out the newspaper article.

Participants can now stop the reading with their stop card when they think that there was a sign for radicalisation in the story. Collect the signs on cards and spread them on the floor.

Step 6: The next step is to think about ways to react and to prevent further radicalisation. Collect suggestions on cards (use another colour) and attach them to the signs of radicalisation you collected before.

↑ END OF ACTIVITY 18 ↑



60 min

↓ ACTIVITY 19 ↓

Explore the HYPER Training Programmes for peers and for parents, youth volunteers and guardians

In the HYPER project, two training programmes were developed to support you in your work with youth and with parents, youth volunteers and guardians. In this activity, we will have a look at the curricula and the developed materials for these pieces of training.

The HYPER peer training programme is composed of 5 workshops lasting 4 hours for a total of 20 hours of face-to-face learning. This curriculum and the learner manual aim at providing to youth trainers the material and guidance needed to implement these workshops.

Split up in 5 groups. Each group explores 1 workshop and the supporting materials. Just go through the curriculum to get an overview. (10 min)

Start a group discussion by introducing the idea of each workshop shortly highlighting the following aspects (5 min each):

- the main idea of the workshop
- methods and materials

Have a group flashlight on their first impression of this training programme (5 min).

The HYPER Induction training programme helps parents, youth volunteers and guardians to face better the risk of radicalisation of youth and handle these increasing threats. The training programme includes 15 hours of learning in a classroom and 10 hours of self-directed learning.

Have a group discussion about the idea of training for parents, youth volunteers and guardians (20 min):

- What are your experiences with training offers for this target group?
- How can you realise this training in your working field?
- What are your ideas about motivating parents and guardians to take part in your training?

Collect best practices and ideas in the flashlight and visualize them on flipchart or memo board.

↑ END OF ACTIVITY 19 ↑



60 min

↓ ACTIVITY 20 ↓
Overall evaluation of the training programme?

The objective of the last training activity is to evaluate the training programme. Another objective is to say goodbye to the participants and arrange further potential cooperation between the trainer and the participants as well as between the participants.

You can use a short questionnaire that participants have in their learner manuals, to evaluate the training programme. Explain to participants how to fill in the questionnaire and ask them to complete it.

Completed questionnaire can be taken out of the manuals and handed over to you after filling in. If participants want to keep the manuals intact, they can take a photo and send you the questionnaire photo to your email.

Besides the written assessment, you should devote part of the final activity to appreciating the participants for their attendance. You should mention what you liked as a trainer. Participants should also have a chance to express their feelings and opinions about the ending educational program. For example, you can ask them to answer the following questions:

- How would you evaluate the outgoing educational program?
- What did you like?
- Which of the learned skills and knowledge can you use in your practical life?

Do not forget to present the second part of the training programme. The second part contains instructions and activities for independent, self-directed learning. It includes activities for 20 learning hours. Using the second part, participants have an opportunity to deepen their knowledge gained during the training program run in the classroom.

Do not also forget to say goodbye to the participants and arrange any further cooperation between you and them or between the participants if they have shown interest in it during the learning activities.

↑ END OF ACTIVITY 20 ↑



THE PAPER

How Young People are Engaged by Radicals



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